

# MISS MOPPET AND THE MOUSE

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

## Learning Outcomes

- To recognise a story in graphic form
- To identify colours
- To track the events in the story



## Pre-reading

This activity focusses on *assessment as learning*. Students are led into the story as they trace the route of the cat to the mouse.

Ask students what cats like to catch. Students are sure to say mice. Tell them that the cat in

the picture does not know how to go to the mouse and they will have to help it to reach the mouse.

Monitor the activity while students do the task. Guide them if required.

## READING

*Students read to comprehend, predict and analyse*

Play the audio / Read the text and pause at relevant points to explain / check comprehension.

- *Read the text in the first two pictures. Allow students to study the images.*

Ask students:

*What do you see in the first picture? Encourage students to name what they can identify in the first two pictures and list them on the board. This will introduce students to the concept of nouns. What colours are the cushion and cupboard? This will help them get familiar with colours.*

Tell students that the cat is called Miss Moppet.

*What does Miss Moppet hear? What sound do you think the mouse makes? (Allow students to voice the sound) Is Miss Moppet able to see the mouse in the beginning? Who calls out to*

*Miss Moppet? Is he a brave mouse? Why do you think so?*

- *Read the text for the next two pictures while students follow in their Readers.*

Tell students how the mouse teases the cat.

List all the action words in these segments. Ask students the following question to help them link the verbs to the events. This will help students get familiar with action words while leading them to track the events in the story.

Encourage students to answer the questions in complete sentences.

jumps	Who jumps?	<i>Miss Moppet jumps.</i>
catch	What does she want to catch?	<i>She wants to catch the mouse.</i>
runs	Who runs away?	<i>The mouse runs away.</i>
hits	What does Miss Moppet hit?	<i>Miss Moppet hits the cupboard.</i>

- Read the text for the next two pictures while students follow in their Readers.

Explain:

- what happened to Miss Moppet and what she did to get rid of the bump.
- that there was a hole in the blue cloth through which she could see but the mouse did not know this. (Let students identify the colour of the cloth before you proceed to explain the segment.)

Ask students:

*What do you think will happen now?*

(Let students predict. They may compare their predictions after the reading is complete. This will help develop prediction skills.)

- Read the text for the remaining pictures while students follow in their Readers.

Continue with the action words and the events that are linked to the verbs. Question students to lead them into tracing the sequence of events.

tiptoes	Who tiptoes and where does he go?	<i>The Mouse tiptoes and goes near Miss Moppet</i>
See	Who can see the mouse?	<i>Miss Moppet can see the mouse.</i>
catches	Who catches the mouse?	<i>Miss Moppet catches the mouse.</i>
puts	Where does Miss Moppet put the mouse?	<i>Miss Moppet puts the mouse in the blue cloth.</i>
roll	What does she want to roll?	<i>She wants to roll the mouse in the cloth</i>
moving	What stops moving? Why?	<i>The ball stops moving because the mouse has escaped through the hole.</i>
opens	What happens when she opens the cloth?	There is no mouse in the cloth.

### Post-reading

Let students answer the questions under *Comprehension* orally. Let them refer to the images if required.

They may write the answers in their notebooks as homework.

## GRAMMAR

## Number and gender

This is an action rhyme, so teach them to do it with actions.

One little **finger** standing on its own  
 Five little **fingers**, they're not alone  
 Two round **eyes** open wide  
 One little **mouth** to eat and sing

Ask students to give the answer as *one* or *more than one* for the given questions:

nose? one!

eyes? more than one

Now show them different objects (one and more than one)—pens, pencils, books, bags etc. Make sure that you show one and more than one of these objects.

Write on the board: *One and More than one.*

Conduct a choral drill of singular and plural nouns, using as many objects as possible.

Explain that we add 's' to objects that are more than one.

### **Gender**

Follow the input given in the Reader.

## **VOCABULARY**

Let students identify the colours of their uniforms, your outfit, the doors and the walls.

Once they have warmed up to the concept, let them do the exercise.

## **WRITING**

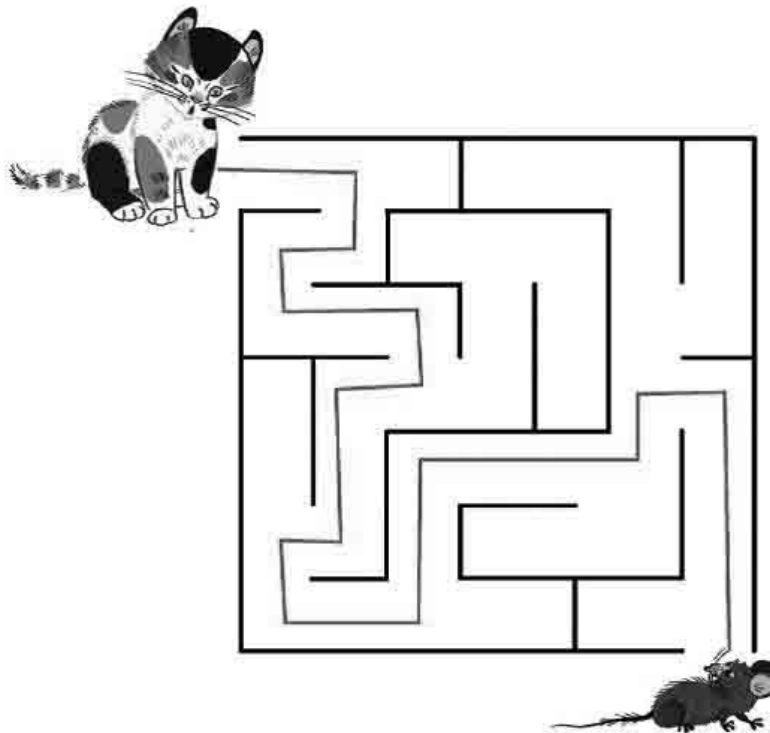
Tell students that the words given in the two columns are not in order. They will have to match them correctly.

Let students answer orally before doing the exercise in the Reader.

## **STUDENTS' BOOK ANSWER KEY**

### **Miss Moppet and the Mouse**

#### **Pre-reading**



## Comprehension

- A. 1. kitten      2. cupboard      3. mouse      4. bump      5. cloth
- B. 1. Miss Moppet cannot catch the mouse because the mouse runs away.  
2. Mouse  
3. Miss Moppet  
4. Miss Moppet sees the mouse is not there.
- C. *Answers may vary. Please accept all logical answers.*

## Grammar

- A. 2. pens      3. bags      4. girls      5. shops      6. eggs
- B. male words – king, uncle, man, brother, lion, prince, rooster, grandfather  
female words – sister, queen, grandmother, aunt, hen, princess, lioness

## Vocabulary

1. red      2. pink      3. blue      4. green      5. yellow      6. brown

## Listening

cushion, table, garden, cupboard, cat, head

## Writing

1. cushion      2. mouse      3. cupboard      4. hole      5. ball

## Punctuation

1. Saturday      2. Sarita      3. Delhi      4. November      5. Raipur      6. Peter

## QUESTION BANK

### Miss Moppet and the Mouse

#### A. Answer the questions.

1. How does Miss Moppet hurt her head?  
**Ans.** Miss Moppet hits a cupboard and hurts her head.
2. Where does Miss Moppet put the mouse?  
**Ans.** Miss Moppet puts the mouse in the blue cloth.

#### B. Say if the following sentences are True (T) or Not True (NT).

1. Miss Moppet has a pink cushion.  
2. The mouse runs after Miss Moppet.  
3. Miss Moppet catches the mouse.  
4. The mouse escapes through a hole in the cloth.

**Ans.** 1. T      2. NT      3. T      4. T

#### C. Choose the right answer.

*The mouse wants*

- a. to take some food.      b. to have some fun.      c. the cat to run

**Ans.** b

# FIVE LITTLE KITES

# POEM

## Learning Outcomes

- To recite the poem with actions
- To comprehend the fun experienced
- To identify the rhyming words
- To get familiar with the concept of personification

## Summary

Five little kites went to play on a windy day. All the kites had good fun in the open. Each kite had something to say to the others:

The first kite called out that it was a windy day. The second kite asked the others to look at it. The third kite said to look out for the tree that was in front. The fourth kite wanted to fly high up towards the sun. The fifth kite cried out happily that it was fun to be out and flying.

The wind then blew them while they danced and flew out of sight.

Rhyming words: The first three sets of lines rhyme: play–day; me–tree; sun–fun

## Pre-reading

Generate a discussion with the following question:

*Have seen kites? Do you fly kites at home? Where do you fly them? Do they come in different colours? What makes the kites fly?*

## READING

Tell students that they will be reading a poem on five little kites that had a lot of fun together.

Play the poem on the screen, in parts. / Read the poem in parts. Pause to explain / discuss / check comprehension.

Ask students:

*How many kites went out to play? What did the first kite say? Which kite wanted the others to be careful? Who blew the kites out of sight? Are the kites having fun like children do?*

Now, let students recite the poem with their partners. Direct them to recite it as given.

Guide them with appropriate expressions and enunciation.

*You:* Five little kites went out to play. The first kite said...

*Friend:* "It's a windy day!"

*You:* The second kite said...

*Friend:* "Look at me! Look at me!"

*You:* The third kite said...

*Friend:* "Watch out for that tree!"

*You:* The fourth kite said...

*Friend:* "Let's fly to the sun!"

*You:* The fifth kite said...

*Friend:* "What fun! What fun!"

You: Then whoosh went the wind, and it blew all the kites.

Then they danced in the sky and flew out of sight!

(Your friend makes the whoosh sound when you say the last two lines.)

### Post-reading

- Let students draw a kite and colour their picture.
- Let students listen and recite the poem with actions.

## STUDENTS' BOOK ANSWER KEY

### Five Little Kites

#### Comprehension

##### A. Complete these sentences.

1. windy      2. second      3. sun      4. fifth      5. blew

##### B. Think and answer.

1. The third kite said these words.  
It wanted to tell the second kite to be careful and not bump into the tree.
2. When the wind blew, the kites danced in the sky and flew far away where they could not be seen anymore.

#### Enjoying the Poem

1. day      2. me      3. sun      4. sight

#### Vocabulary

1. little      2. look/watch      3. wind      4. out of sight

## QUESTION BANK

### Five Little Kites

#### A. Answer the questions.

1. Which kite said that it was a windy day?  
**Ans:** The first kite said that it was a windy day.
2. What helped the kites to fly in the sky?  
**Ans:** The wind helped the kites to fly in the sky.

#### B. Choose the right answer.

*The set of words that rhyme in the poem are*

- a. me-trees
- b. kites-sight
- c. play-day

**Ans:** c

**C. Read the lines and answer the questions.**

*Then they danced in the sky and flew out of sight!*

- a. Who flew out of sight?
- b. When did they fly out of sight?
- c. Were they happy? How do you know?

**Ans:** a. The five little kites flew out of sight.

b. They flew out of sight when the wind blew.

c. Yes, they were happy because they danced in the sky and flew away.